

Chesnee High

795 South Alabama Avenue
Chesnee, South Carolina 29323

Grades 9-12 High School

Enrollment 623 Students

Principal Thomas E. Ezell 864-461-7318

Superintendent Dr. Scott J. Mercer 864-578-0128

Board Chair Mrs. Connie Smith 864-578-0128

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 15 | 14 | 3 | 1 | 0 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Good | Good | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Good | Excellent | Yes |
| 2005 | Good | Below Average | Yes |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 76.9 | 81.6 | N/A | 77.9 | 74.7 | N/A |
| Passed 1 subtest | 7.7 | 11.8 | N/A | 11.7 | 13.5 | N/A |
| Passed no subtests | 15.4 | 6.6 | N/A | 10.4 | 11.8 | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2005

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 95.1% | 95.9% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 7.5 | 15.9 |
| Seniors who met the SAT/ACT requirement | 7.5 | 16.3 |
| Seniors who met the grade point average | 58.3 | 53.9 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 132 | 169 |
| Number of Diplomas | 101 | 221 |
| Rate | 76.5% | 78.5% |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2005 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|------|-------------------------------------|-----|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 123 | 95.1 | 120 | 7.5 | 132 | 76.5 | YES |
| Gender | | | | | | | |
| Male | 60 | 93.3 | 62 | 0.0 | 64 | 75.0 | N/A |
| Female | 63 | 96.8 | 58 | 0.0 | 68 | 77.9 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 108 | 97.2 | 103 | 0.0 | 114 | 76.3 | N/A |
| African American | 14 | 78.6 | 13 | 0.0 | 16 | 81.3 | N/A |
| Asian/Pacific Islander | 1 | I/S | 1 | I/S | 2 | I/S | N/A |
| Hispanic | 0 | N/A | 3 | I/S | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 111 | 97.3 | N/A | N/A | 112 | 83.9 | N/A |
| Disabilities other than speech | 12 | 75.0 | 1 | I/S | 20 | 35.0 | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 123 | 95.1 | N/A | N/A | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-Limited English Proficient | 123 | 95.1 | N/A | N/A | 132 | 76.5 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 30 | 90.0 | 24 | 0.0 | 40 | 65.0 | N/A |
| Full-pay meals | 93 | 96.8 | N/A | N/A | 92 | 81.5 | N/A |

n = number of students on which percentage is calculated

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 135 | 98.5 | 8.5 | 26.4 | 40.3 | 24.8 | 75.2 | YES | YES |
| Gender | | | | | | | | | |
| Male | 61 | 98.4 | 11.9 | 22.0 | 44.1 | 22.0 | 76.3 | N/A | N/A |
| Female | 74 | 98.6 | 5.7 | 30.0 | 37.1 | 27.1 | 74.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 119 | 98.3 | 7.0 | 24.3 | 42.6 | 26.1 | 78.3 | YES | YES |
| African American | 14 | 100.0 | 23.1 | 38.5 | 23.1 | 15.4 | 53.8 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 117 | 99.1 | 2.7 | 24.1 | 44.6 | 28.6 | 82.1 | N/A | N/A |
| Disabled | 18 | 94.4 | 47.1 | 41.2 | 11.8 | N/A | 29.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 135 | 98.5 | 8.5 | 26.4 | 40.3 | 24.8 | 75.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 134 | 98.5 | 8.6 | 25.8 | 40.6 | 25.0 | 75.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 35 | 100.0 | 17.1 | 22.9 | 40.0 | 20.0 | 65.7 | I/S | I/S |
| Full-pay meals | 100 | 98.0 | 5.3 | 27.7 | 40.4 | 26.6 | 78.7 | N/A | N/A |
| Mathematics – State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 135 | 98.5 | 12.4 | 31.0 | 31.8 | 24.8 | 71.3 | YES | YES |
| Gender | | | | | | | | | |
| Male | 61 | 98.4 | 13.6 | 20.3 | 35.6 | 30.5 | 76.3 | N/A | N/A |
| Female | 74 | 98.6 | 11.4 | 40.0 | 28.6 | 20.0 | 67.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 119 | 98.3 | 10.4 | 31.3 | 32.2 | 26.1 | 73.9 | YES | YES |
| African American | 14 | 100.0 | 23.1 | 30.8 | 30.8 | 15.4 | 53.8 | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 117 | 99.1 | 8.0 | 29.5 | 34.8 | 27.7 | 78.6 | N/A | N/A |
| Disabled | 18 | 94.4 | 41.2 | 41.2 | 11.8 | 5.9 | 23.5 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 135 | 98.5 | 12.4 | 31.0 | 31.8 | 24.8 | 71.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 134 | 98.5 | 11.7 | 31.3 | 32.0 | 25.0 | 71.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 35 | 100.0 | 20.0 | 22.9 | 31.4 | 25.7 | 65.7 | I/S | I/S |
| Full-pay meals | 100 | 98.0 | 9.6 | 34.0 | 31.9 | 24.5 | 73.4 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------------------|------------------------------|---|---------------------------|
| Students (n= 623) | | | | |
| Retention rate | 11.6% | Up from 10.4% | 6.3% | 8.1% |
| Attendance rate | 93.4% | Down from 93.5% | 95.5% | 95.6% |
| Eligible for gifted and talented | 9.8% | Up from 3.5% | 9.9% | 5.9% |
| With disabilities other than speech | 13.5% | Down from 14.1% | 13.3% | 13.3% |
| Older than usual for grade | 6.6% | Down from 8.1% | 7.4% | 10.1% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5% | Up from 0.3% | 2.9% | 2.0% |
| Enrolled in AP/IB programs | 20.1% | Up from 17.8% | 12.4% | 9.7% |
| Successful on AP/IB exams | 61.8% | Down from 70.9% | 53.8% | 53.7% |
| Annual dropout rate | 4.0% | Down from 7.0% | 2.6% | 3.0% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 1.9% | 3.1% |
| Enrollment in career/technology center courses | 320 | Down from 367 | 397 | 431 |
| Students participating in worked-based experiences | 2.1% | Down from 2.7% | 26.0% | 23.4% |
| Career/technology students mastering core competencies | 86.6% | Down from 88.1% | 82.4% | 78.6% |
| Career/technology completers placed | 100.0% | No change | 99.0% | 99.4% |
| Teachers (n= 36) | | | | |
| Teachers with advanced degrees | 50.0% | Down from 52.8% | 57.1% | 54.5% |
| Continuing contract teachers | 80.6% | No change | 79.8% | 78.6% |
| Highly qualified teachers | 96.9% | Up from 89.7% | 89.0% | 89.1% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 6.7% | 9.1% |
| Teachers returning from previous year | 89.1% | Up from 89.0% | 88.7% | 86.9% |
| Teacher attendance rate | 92.9% | Down from 94.9% | 95.4% | 95.4% |
| Average teacher salary | \$43,334 | Up 4.4% | \$42,878 | \$42,426 |
| Prof. development days/teacher | 10.3 days | Up from 9.4 days | 10.4 days | 10.9 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 29.8 to 1 | Down from 31.0 to 1 | 27.1 to 1 | 25.8 to 1 |
| Prime instructional time | 84.6% | Down from 87.3% | 90.1% | 89.3% |
| Dollars spent per pupil* | \$5,902 | Up 0.9% | \$6,203 | \$6,422 |
| Percent of expenditures for teacher salaries* | 51.8% | Down from 52.7% | 58.0% | 57.7% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 66.4% | Up from 62.9% | 93.6% | 91.1% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | No change | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 95.8% | | 89.4% | |
| Highly qualified teachers in high poverty schools | N/A | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | No | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee High School has had another very successful school year. We received outstanding results from our SACS review process this year. We developed and started working on a new five-year strategic plan. The school intensified efforts to increase the first attempt passing rate for the reading, writing, and math portions of the exit exam. Students targeted for academic assistance based on previous standardized test results received tutorial test taking strategies and tutorial assistance in English and Math. Teachers worked together and with departments to make sure all of the state standards were being addressed in the appropriate time in each student's educational career. Emphasis was also placed on end of course tests this year. EOC tests which counted 20% of student's grade were given in English, Algebra I, Math Tech, Physical Science and Biology I.

SAT and ACT skills and strategies were incorporated into every curriculum area allowing students to experience the content and the format of both the SAT and ACT. SAT and ACT verbal and math tutoring sessions were conducted for students prior to each administration of these tests. All tenth graders took the PSAT test. Chesnee High School was awarded the Palmetto Gold award for excellent results on the HSAP test which was administered again this year.

One of the challenges we face is one faced by many schools in South Carolina. We have an increasing student population and limited space for classrooms and activities that accompany the growth. We have several classes in outside buildings and several teachers that have to use other teachers' rooms during their preparation class. These challenges are being addressed through our district's long range building plan. As a result of our efforts, Chesnee High School expects to improve our exit exam passing rate, college entrance exam scores, graduation rate, and the preparation of our students for post-secondary education and careers.

Thomas E Ezell, Principal
Stephanie Cash, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 42 | 126 | 36 |
| Percent satisfied with learning environment | 88.1% | 78.6% | 86.1% |
| Percent satisfied with social and physical environment | 88.1% | 81.0% | 85.3% |
| Percent satisfied with school-home relations | 57.1% | 81.7% | 75.0% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.